

**AN ANALYSIS STUDY OF STUDENTS' DIFFICULTIES
ON READING COMPREHENSION AT SEVENTH
GRADE OF SMP N 1 BATURETNO
2018/2019 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting
Bachelor Degree of Education in English Department School of
Teacher Training and Education**

By:

BONDAN SURYA MAULANA

A320140249

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2019**

APPROVAL

**AN ANALYSIS STUDY OF STUDENTS' DIFFICULTIES
ON READING COMPREHENSION AT SEVENTH
GRADE OF SMP N 1 BATURETNO
2018/2019 ACADEMIC YEAR**

PUBLICATION ARTICLE

By:

BONDAN SURYA MAULANA
A320140249

Approved to be examined by Consultant

Consultant,



Susiati, S.Pd, M.Ed

NIK.1204

ACCEPTENCE

AN ANALYSIS STUDY OF STUDENTS' DIFFICULTIES
ON READING COMPREHENSION AT SEVENTH
GRADE OF SMP N 1 BATURETNO
2018/2019 ACADEMIC YEAR

PUBLICATION ARTICLE

by:

BONDAN SURYA MAULANA

A320140249

Accepted and Approved by Board Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on August, 2019

Team Examiner:

1. **Susiati, S.Pd, M.Ed**
(Head of Examiner)
2. **Aryati Prasetyarini, M.Pd**
(Member I of Examiner)
3. **Fitri Kurniawan, M.Res Ed.**
(Member II of Examiner)

(.....)

(.....)

(.....)

Mengetahui,

Dekan Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Surakarta



Prof. Dr. Harun Joko Prayitno, M.Hum.)

NIDN. 0028046501

TESTIMONY

Herewith, I testify that there is no plagiarism this publication article. As for as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Nor there option masterpiece which have been written or published by others, expect those in which in the writing are referred manuscript and mentioned in the literary review and bibliography.

Here, later it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, August 2019

The writer



Bondan Surya Maulana

A320140249

AN ANALYSIS STUDY OF STUDENTS' DIFFICULTIES ON READING COMPREHENSION AT SEVENTH GRADE OF SMP N 1 BATURETNO 2018/2019 ACADEMIC YEAR

Abstrak

Penelitian ini bertujuan untuk meneliti kesulitan-kesulitan dalam pembelajaran membaca dan strategi-strategi yang digunakan untuk mengatasi kesulitan tersebut di SMP N 1 Baturetno untuk kelas 7. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek dalam penelitian ini yaitu dua kelas tujuh yang diambil 6 siswa setiap kelas SMP N 1 Baturetno. Metode pengumpulan data yang digunakan adalah pengamatan, interview dan dokumentasi. Hasil penelitian menunjukkan bahwa 67% murid kurang pengetahuan mengenai kosakata dan juga susunan kata yang rumit dan kurangnya background knowledge. Strategi yang digunakan murid-murid untuk mengatasi kesulitan dalam membaca yaitu dengan menghubungkan cerita dan mencari kesimpulannya.

Kata Kunci: kesulitan, reading comprehension, strategi, kelas tujuh

Abstract

This research is aimed at investigating the difficulties in learning reading comprehension and the strategies used by the students to overcome the difficulties in reading comprehension of seventh grade students of SMP Negeri 1 Baturetno. The type of this research is descriptive qualitative. The subjects of this research is 6 students in two classes of the seventh grade in SMP Negeri 1 Baturetno will be chosen as participants. The methods of collecting data are observation, interview and document review. The result of the study shows that 67 % of the students' faced difficulties because their unfamiliar words, complex syntax and lack of background knowledge. The strategies used by students to overcome the difficulties of reading comprehension are making a connection and inferring.

Keywords: difficulties, reading comprehension, strategies, seventh grade

1. INTRODUCTION

In Indonesia, the reading culture is still far from other countries. Reading is very important for students. By reading, students can increase their knowledge in answering the main ideas in explicit and implicit ways, especially in reading understanding. Reading comprehension is very important for them to understand. To get new insights called receptive skills, reading is very important. Writing can help them improve their productive skills. However, reading comprehension is important for them to answer the main ideas and conclude the entire text. If they have not understood a text, they will find difficulty in understanding the text.

According to Oakhil (1993) children's comprehension problems have focused on three main theoretical approaches to comprehension deficit. The first argues that comprehension problems arise because of difficulties at the single-word level. The second posits that poor students have difficulty in the semantic analysis of text. The third, poor comprehensions have difficulties with higher order comprehension skill such as: making inferences from text, integrating ideas, and monitoring their own comprehension. But there is one general problem that less skilled comprehenders seem to have is making inferences from text. These difficulties include:

- a. Inferring information that is only implicit in a text,
- b. Making inferences to connect up the ideas in a text, and
- c. Inferring the meanings of particular word from context.

Based on that statement, this research discusses the students' difficulties in reading comprehension at seventh grade of SMP N 1 Baturetno. It is identified that the students found difficulties in reading comprehension. That is why, the researcher investigated what strategies that students used overcome to students' difficulties in reading comprehension. Therefore, entitled the research: *"AN ANALYSIS STUDY OF STUDENTS' DIFFICULTIES ON READING COMPREHENSION AT SEVENTH GRADE OF SMP N 1 BATURETNO"*.

There are two problem statements in this study as follows: (1) What are the students' difficulties in learning reading comprehension at SMP Negeri 1 Baturetno? (2) What strategies are used by the students to overcome the difficulties in reading comprehension of seventh grade students of SMP Negeri 1 Baturetno?

2. METHODS

This study is a qualitative research. Denzin and Lincoln (1994) define Qualitative Research as "multimethod in focus, involving an interpretive, naturalist approach to its subject matter. The qualitative research type is used to analyze the data because of the objectives of the study to describe an analysis of student's difficulties in reading comprehension.

This research will be conducted at SMP Negeri 1 Baturetno. This school is located at Solo-Pacitan St., Baturetno, Wonogiri. The subjects of this research were 6 students in two classes of seventh grade students SMP Negeri 1 Baturetno chosen as

participants. Students were selected based on the highest, moderate, and lowest achievement. They seem have difficulties in reading comprehension. The objects of the research were the difficulties in reading comprehension of seventh grade at SMP Negeri 1 Baturetno.

The data source were taken from interview, observation and document review.

3. FINDINGS AND DISCUSSION

3.1 The students' difficulties in learning reading comprehension at SMP Negeri 1 Baturetno

From the transcription of interviews with both the students and the teacher, class observation and document review the researcher found that the students faced difficulties on reading comprehension as the following according to Shoebottom (1996):

3.1.1 Unfamiliar Words

Based on the transcription of interview with the students, most of them said that they had difficulty in interpreting the text because they did not know the meaning of the words. Students' response showed that they faced difficulties because their vocabulary was inadequate.

The lack of vocabulary becomes one of reasons why the students of SMP Negeri 1 Baturetno failed the reading test. It can be seen from the score which the student got. The students of SMP Negeri 1 Baturetno had the minimum completeness criteria 75. From the two classes with a total of 62 students there are only 27 students who passed the minimum completeness criteria. As a result of having poor vocabulary, the students have difficulties in understanding the texts and accordingly they failed to answer the questions correctly. In this case, the students need to acquire adequate vocabulary and know how to use it accurately in context in order to overcome their difficulties.

3.1.2 Complex Syntax

To understand the meaning of sentences in reading text, it does not only master a wide range of vocabulary but also needs to know words and phrase arranged to carry

meaning in a sentence. Most of the students of SMP Negeri 1 Baturetno, had not understood well about the sentence structure.

Sentence structure is not only simple, complex and compound sentence but also punctuation. In reading comprehension punctuation is one of the crucial things too. It means that the students of SMP Negeri 1 Baturetno must understand and realize each type of sentence structure and punctuation mark in order to get and interpret meanings or ideas carried by the reading text. The most important thing that the students must be familiarized with how a sentence functionally carries meanings.

3.1.3 Lack of Background Knowledge.

Reading comprehension is a way to understand or comprehend a text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text. To enable the students get information and wide insight from the text, it is not enough if students just understand the vocabulary and sentence structure. There is one thing that is not less important, namely background of knowledge. Background of knowledge is information that is essential to understand a situation. In understanding reading comprehension, background knowledge becomes the core of reading comprehension. The influence of background knowledge in reading comprehension is background knowledge serving as a label category that influences new information to be added to existing structural knowledge. Background knowledge has a function as the context of assimilation where new materials will be interrelated so that it will be easier to construct knowledge through elaboration processes, and background knowledge activation can increase knowledge access during the learning process. It can be concluded that background knowledge helps the students understand unfamiliar with the genre or the topic to deal with. It helps the students get information and wide insight from the text as well.

Unfortunately the students of SMP Negeri 1 Baturetno did not have good background of knowledge. They were lack background of knowledge. They felt difficult to understand the whole text of the passage. Most of the students did not have sufficient background knowledge to understand the texts because they had not learnt properly and/or they had never read a similar text before.

3.2 The strategies used by the students to overcome the difficulties in reading comprehension of seventh grade students of SMP Negeri 1 Baturetno

From the transcription of interviews with both the students and the teacher, class observation and document review the researcher found that the strategies which are used by the students to overcome the difficulties in reading comprehensions are as follows based on Lynch (2018) concept on strategies in learning reading comprehensions.

3.2.1 Making a Connection

To comprehend the text, the students of SMP Negeri 1 Baturetno must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge. The problem is that the students get more difficulties to understand the text with the longer sentences than with shorter ones. However, they had great difficulties in understanding the text because they found unfamiliar words which the text contains as a whole. To overcome this problem the students of SMP Negeri 1 Baturetno began to memorize difficult words because English is not their mother tongue. Memorizing difficult words becomes one of tools to know more about vocabulary. The more you have wide vocabulary, the more you are easy to understand reading comprehension. By memorizing difficult words, students are easy to figure out the text especially the theme of the text and the topic of text. The processing skill requires that students have automatic reading skills, necessary vocabulary and text appropriate background knowledge.

3.2.2 Inferring

The students of SMP Negeri 1 Baturetno were more motivated, and more comprehend when they were reading for a purpose that made sense to them. Unluckily they could not understand the text if they just read once. They found many problems such as they were not familiar with the words, lack of meaningful connection, and difficulty in understanding long and short sentences. To be successful at reading comprehension, students need to actively process what they read. They must also understand the important message or main idea and determine theme, then summarize and synthesize the text. To get all that, the way that is conducted by students of SMP Negeri 1 Baturetno to understand the meaning of a whole passage was by interpreting the passages before answering the questions.

Although it took long time, the students still used those strategies. It is still normal thing because they were still in grade seventh and they were demanded to understand the whole passage. The goal of reading itself is to get general understanding and detailed comprehension.

3.3 Discussion

The researcher was analyzing the students' difficulties on reading comprehension at seventh grade of SMP N 1 Baturetno and the researcher chose 6 students of two classes as data. The data were analyzed based on the problem statements of the research. The problem statements were analyzing the difficulties in reading comprehension at SMP N 1 Baturetno and analyzing strategies used by the students to overcome the difficulties in reading comprehension of seventh grade of SMP N 1 Baturetno. Based on the analysis, the researcher found three difficulties in reading comprehension faced by students of seventh grade in SMP N 1 Baturetno and two strategies used by the students to overcome the difficulties in reading comprehension.

Whereas based on the analysis of this research the researcher found that the difficulties in learning reading comprehension were difficulty of vocabulary, the students faced difficulties in English because of their poor vocabulary. Many students said in interview that they found difficulty because they did not know the meaning of the word. It shows that they faced difficulties because of their unfamiliar words, limited vocabulary, and inappropriate sentence structure. In understanding the reading text, the students were not only understanding the meaning of the words but also having well at grammar comprehension. Having poor vocabulary and poor grammar, the students had difficulties in understanding or learning the texts. The students must acquire adequate vocabulary and know how to use accurately in context in order to overcome their difficulties. Another reason why the students faced difficulties because of the complex syntax and the other was the students was lack of background knowledge to understand the texts, the lessons had not been learnt properly and or they had never read a similar text before. This is line with the works of Zuhra (2011) and Wahyuningtyas (2014) that students mostly found difficulties in reading comprehension because of their limited vocabulary and background knowledge.

In addition the strategies used by students to overcome the difficulties of reading comprehension were making a connection by students memorizing difficult words (vocabulary) first. To comprehend the text, the students of SMP Negeri 1 Baturetno must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge. The more you have wide vocabulary, the more you are easy to understand reading comprehension. Besides, inferring became one of strategies used by the students. There will be clue from text to make an inference.

4. CONCLUSION

Based on the research at the seventh grade students of SMP Negeri 1 Baturetno, the result shows that the students faced difficulties in reading comprehension because of unfamiliar words which were used in the text, and complex syntax which makes the students confused to distinguish simple, complex and compound sentences. They were also lack of background knowledge which makes the students not feel motivated and interested to read the passage. The student's problems appear from the student's ability. It means that the students did not apply the appropriate reading techniques. The students read the whole passage more than once even they translated the passage and found the meaning of every word in the text first before answering the questions. In addition, the strategies which were used by the students to overcome the difficulties in reading comprehension The students tried to make a connection by memorizing the difficult words first which make them familiar with the words so that they are able to understand the meaning and make a connection. Besides, the other strategies which were used by the students were inferring.

REFERENCES

- Anonymous. (2001). *Qualitative Inquiry*. (<http://www.personal.psu.edu>). Accessed on November 2018, 11th at 03:15 p.m).
- Atikah, Ika. (2009). *An Analysis on Students' Linguistic Problems in Reading Comprehension, a case study at second grade student of MTs Baiturrahmah Sukabumi*. (<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/7192/1/IKAH%20ATIKAH-FITK.pdf>). Accessed on November 2018, 10th at 02:00 p.m).

- Constable, R., et al. (2016). *Steps and Methods Used in Qualitative Observational Research*. (<http://writing.colostate.edu>). Accessed on November 2018, 24th at 02:05 p.m).
- Lynch, R. 2018. *How to Teach Reading Comprehension Strategies in Your School*. (<https://www.sadlier.com/school/ela-blog>). Accessed on 27th May, 2019
- Reis, R. 2016. *Tomorrow's Professor Mailing List: Helping Difficult Students Read Difficult Test* (Online). (<https://tomprof.stanford.edu/posting/1145>). Accessed on 27th May, 2019.
- Rizka Puji Lestari S. (2016). An Anaysis of Students' Difficulties in Reading Comprehension, Banda Aceh
(http://etd.unsyiah.ac.id/index.php?p=show_detail&id=29551). Accessed on 10 November 2018.
- Oakhill, Jane. (1993). *Children's Difficulties in reading comprehension, educational psychology review*, Vol. 5, No. 3, page: 227
(https://www.jstor.org/stable/23359245?seq=1#page_scan_tab_contents). Accessed on November 2018, 10th at 02:00 p.m).
- Shoebottom.1996. *Helping ESL Students Understand Written Texts*. (Online). (<http://esl.fis.edu/teachers/support/commun.htm>). Accessed on 27th May, 2019
- Sugiyono. 2013. *Metode Penelitian Pendidikan*. Alfabeta : Bandung.
- Wahyuningtiyas, Yunyta. (2014). *STUDENTS' DIFFICULTIES IN READING COMPREHENSION FOR FOURTH SEMESTER STUDENTS OF ENGLISH TEACHER EDUCATION DEPARTMENT AT UIN SUNAN AMPEL SURABAYA*, Undergraduate thesis, UIN Sunan Ampel.
(<http://digilib.uinsby.ac.id/1951/>). Accessed on November 2018)
- Westwood, P.2001. *Reading and Learning Difficulties a Process to Teaching and Assessment*. Australia: Acer Press.
- Zuhra, (2011), *Analyzing Students' Difficulties in Reading Comprehension Test at SMAN 2 Lhokseumawe*
(http://etd.unsyiah.ac.id/index.php?p=show_detail&id=8967). Accessed on 10 November 2018.